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ABSTRACT

This bibliography is the result of a literature review directed exclusively at the issue of inservice education, or staff development, for experienced teachers, administrators, and other professional educators. The purpose was to examine, within the time frame of 1977 through 1983, recently completed studies to identify predominant research designs, samples, data collection procedures, and purposes. The first section lists nearly 300 articles discovered in educational journals. Of these, only 34 are classified as reports of original research; the others are classified as descriptions of major issues in staff development and inservice education, descriptions and reports of trends in staff development and inservice, sharing of local successful practices and models, and syntheses of research and issues in staff development and inservice education. The second and largest section of this bibliography is a listing of more than 300 doctoral dissertations related to inservice education, staff development, or other similar and related topics completed between 1977 and 1983. The third section provides a number of papers and technical reports of studies and projects designed to examine selected aspects of the topic. The last section includes a listing of the titles of books and book chapters completed, for the most part, during the past seven years. In total, more than 900 citations are included. (MLF)

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EXPANDED BIBLIOGRAPHY

ON

STAFF DEVELOPMENT

AND

INSERVICE EDUCATION

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EXPANDED STAFF DEVELOPMENT AND INSERVICE

BIBLIOGRAPHY

There is at present a paradox that needs to be addressed in American education. While school enrollments are declining and available resources are decreasing, expectations by the general public for quality instruction appear to be increasing. Two of the ways that have been proposed to deal with this issue are to provide additional opportunities for retraining and supporting experienced teachers, and also to modify the methods and procedures utilized in the initial preparation of classroom teachers. While both of these suggested approaches--inservice and preservice teacher education--deserve attention as directions for improvement of schools, the literature review with which we have been involved over the past year was directed exclusively at the issue of inservice education, or staff development, for experienced teachers, administrators, and other professional educators. It has been our work on the synthesis and review of literature that enabled us to prepare this present expanded bibliography.

The goal of the review has been to determine the current status of research on inservice education. The purpose was to examine recently-completed studies to identify predominant research designs, samples, data collection procedures, and purposes. Based on this examination, our interest has been ultimately to suggest a future research agenda for scholars to follow. This agenda is based to a large extent on discernible gaps found in the existing literature.

This bibliography represents in fact a preliminary stage of the

final research review. The first step in our efforts to identify descriptions of research was to search for and review existing literature completed during the time frame of interest, namely 1977 to 1983. We first examined as sources articles in journals believed to be those most frequently consulted by practitioners and researchers interested in inservice education. Although nearly 300 articles were discovered, only 34 were classified as reports of original research. The others were classified as descriptions of major issues in staff development and inservice education, descriptions and reports of trends in staff development and inservice, sharing of local successful practices and models, or syntheses of research and issues in staff development and inservice education. By far the greatest number of articles were found in the category of descriptions of major issues. Incidentally, although we made every effort to provide consistency in our assignment of articles to different classification categories, this was nevertheless an unavoidably imprecise process, and it may be possible to suggest that some articles might be more properly included in another group. For the purposes of our work on this bibliography, however, this was not viewed as a major flaw.

The largest single section of this bibliography includes a listing of doctoral dissertations related to inservice education, staff development, or other similar and related topics completed between 1977 and 1983. In total, more than 300 dissertations are included. Not surprisingly, doctoral research provides the richest source of information concerning the formal study of inservice education.

The third section of this bibliography includes a listing of the titles of books and book chapters completed, for the most part, during the past seven years. It is also possible to note a few citations from years prior to 1977. In these cases it was felt that the particular work was of such importance that, to satisfy the potential needs of users of this bibliography, they should be included in the list. The same is true for a few of the items included in the last section which provides a number of papers and technical reports of studies and projects designed to examine selected aspects of inservice education or staff development.

In total, more than 900 citations are included in the pages that follow. The work of this report represents but the first step in an effort to summarize the state of knowledge related to the important issue of inservice education. It is expected that this paper will be useful to practitioners and researchers who share our interest in this topic, and also that it will enable others to more quickly find resources of concern in their work.

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